

**Extension of State Plan for
Adult Education and Family Literacy Act
(Title II of the Workforce Investment Act of 1998)
2012-2013**

**South Dakota Department of Labor and Regulation
Adult Education and Literacy Program
700 Governors Drive
Pierre, South Dakota 57501**

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1.0 Eligible Agency Certifications and Assurances

*See Appendix A for Certifications and Assurances

2.0 Needs Assessment

*Not required for this report.

3.0 Description of Adult Education and Literacy Activities

3.1 Adult Education and Literacy Activities - Section 224 (b) (2) of the Adult Education and Family Literacy Act of 1998 requires a description of adult education and literacy activities carried out with any funds received under the Act.

State Activities

State administration - not more than five percent of the funds available or \$65,000, whichever is greater, will be used to carry out administrative activities, including

- The development, submission and implementation of the Unified Plan;
- Consultation with other appropriate agencies, groups, and individuals that are involved in, or interested in, the development and implementation of activities assisted under the Act;
- Coordination and non-duplication with other federal and state education, training, corrections, public housing, and social service programs.

State Leadership – The Department of Labor and Regulation (DLR) shall use not more than 12.5 percent of funds made available under the Act for State Leadership Activities for one or more of the following adult education and literacy activities:

- The establishment or operation of professional development programs to improve the quality of instruction provided pursuant to local activities required under section 231(b), including instruction incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension, and instruction provided by volunteers or by personnel of a State or outlying area;
- The provision of technical assistance to eligible providers of adult education and literacy activities;
- The provision of technology assistance, including staff training, to eligible providers of adult education and literacy activities to enable the eligible providers to improve the quality of such activities;
- The support of State or regional networks of literacy resource centers;
- The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities;
- Incentives for
 - (A) program coordination and integration and
 - (B) performance awards;
- Developing and disseminating curricula, including curricula incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension;
- Other activities of statewide significance that promote the purpose of this title;
- Coordination with existing support services, such as transportation, child care, and other assistance designed to increase rates of enrollment in, and successful completion of, adult education and literacy activities, to adults enrolled in such activities;

- Integration of literacy instruction and occupational skill training, and promoting linkages with employers;
- Linkages with postsecondary educational institutions.

Instructional Activities

Not less than 82.5 percent of grant funds will be awarded to eligible providers who use the funds to establish or operate programs that provide services or instruction in one or more of the following categories:

- Adult education and literacy services, including workplace literacy services;
- Family literacy services;
- English literacy programs.

Activities will include teaching adult learners or the interaction between teachers and learners for the purpose of academic and skills development. Teaching may be provided for students individually or in groups, in school classrooms, in homes on a case-by-case basis, libraries, churches, institutions, the workplace, and in other learning environments.

Adult Basic Education (ABE) includes instruction provided to adult learners reading at 0 - 8.9 grade-level equivalency as determined by standardized testing. Services include basic skills and literacy instruction as well as employability and career-readiness skills. Employability and career-readiness skills include education and training in job readiness, job skills, life skills, parenting skills, citizenship, job-seeking skills, financial literacy, and job retention activities that include further secondary education and training.

Adult Secondary Education (ASE) includes instruction to adult learners reading at the 9.0 and above grade-level equivalency as determined by standardized testing. Services include literacy and numeracy instruction to prepare for a high school diploma equivalency as well as employability and career-readiness skills. Employability and career-readiness skills include education and training in job readiness, job skills, life skills, parenting skills, citizenship, job-seeking skills, financial literacy, and job-retention activities that include further secondary education and training.

Workplace literacy activities are those activities offered for the purpose of improving the productivity of the workforce through improvement of literacy skills. Funds granted under the plan may be used to coordinate services, including the development of programming and curriculum.

The term *family literacy services* means services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:

- (A) Interactive literacy activities between parents and their children;
- (B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children;
- (C) Parent literacy training that leads to economic self-sufficiency;
- (D) An age-appropriate education to prepare children for success in school and life experiences.

English literacy includes programs of instruction designed to assist adult learners of limited English proficiency achieve competence in the English language. Services include basic skills and literacy instruction as well as employability and career-readiness skills to assist with linguistic, civic, and economic integration. Employability and career-readiness skills include education and training in job readiness, job skills, life skills, parenting skills, citizenship, job-seeking skills, financial literacy, and job-retention activities that include further secondary education and training.

3.2 Special Rule

The Department of Labor and Regulation shall not use any funds made available under Section 231 (d) for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are not individuals described in subparagraphs (A) and (B) of Section 203(1), except that the agency may use funds for that purpose if the programs, services, and activities are related to family literacy services. In providing family literacy services, an eligible provider shall attempt to coordinate with programs and services that exist in the service area prior to using funds for adult education and literacy under this subtitle for activities other than adult education activities.

3.3 See Appendix C for Organizational Chart

The Department of Labor and Regulation coordinates Leadership activities from the state office.

4.0 Annual Evaluation of Adult Education and Literacy Activities

4.1 Evaluation Strategies

The State Adult Education and Literacy Program will develop a process of comprehensive evaluation based on the twelve federal considerations (Section 231[e]) that will include the following:

- Program monitoring
 - Desk monitoring
 - Onsite visits
 - Quarterly reports/report response
- Management Information System for student data

Description of Comprehensive Evaluation Strategies

Program Monitoring

- Program monitoring will be completed by the State Adult Education and Literacy Program and/or other personnel as designated by the State.
- Each site will receive technical support and assistance in meeting the monitoring criteria.
- Each site will receive a timely written report of findings and will work with the State office to form a plan for correcting any compliance or programmatic issues.
- A site may be monitored more than once during the program year.

Management Information System

- The State Adult Education and Literacy Program will implement a student management system that will allow each local provider to maintain a high quality information system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency's performance measures.
- DLR will require each approved program to keep all records current on a monthly basis and submit a data report quarterly.
- The State will monitor and analyze data for each program and provide feedback.
- Student performance measures will be monitored on a regular basis to ensure continuous improvement at the local level.

The State office will work with its sub-grantee providers and the local DLR offices to address the provision of appropriate referrals for individuals eligible for other support services to affect higher rates of student persistence, student achievement, program completion, and successful transitions to the workforce, post-secondary education, or job training.

5.0 Levels of Performance ([See Appendix B for Performance Measure Table](#))

6.0 Procedures for Funding Eligible Providers

South Dakota, under the direct and equitable access process requirements, held a multi-year grant competition in the spring of 2012. These awards will be made available for the 2012-2013 program year.

6.1 Applications

Local providers will be eligible to receive funds if the program meets the following criteria, based on the twelve federal considerations:

- the degree to which the eligible provider will establish measurable goals for participant outcomes;
- the past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the 1-year period beginning with the adoption of an eligible agency's performance measures under Section 221, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy;
- the commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills;
- whether or not the program--
 - (A) is of sufficient intensity and duration for participants to achieve substantial learning gains; and
 - (B) uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read;
- whether the activities are built on a strong foundation of research and effective educational practice;
- whether the activities effectively employ advances in technology, as appropriate, including the use of computers;

- whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
- whether the activities are staffed by well-trained instructors, counselors, and administrators;
- whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies;
- whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
- whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures; and
- whether the local communities have a demonstrated need for additional English literacy programs.

6.2 Eligible providers

Eligible providers for a grant that has ongoing Adult Basic Education (ABE), Adult Secondary Education (ASE), ESL/EL Civics, and/or Family Literacy Services, including the following:

- Local educational agency
- Community-based organization of demonstrated effectiveness
- Volunteer literacy organization of demonstrated effectiveness
- Institution of higher education
- Public or private nonprofit agency
- Library
- Public housing authority
- Nonprofit institution that is not described above and has the ability to provide literacy services to adults and families
- Consortium of the agencies, organizations, institutions, libraries, or authorities described above

6.3 Notice of Availability

DLR will announce the availability of funds through its homepage site; through direct emailing of applications and instructions to existing local program providers and to any entity that contacted the AEL office to express interest during the previous grant cycle; on the state's e-procurement system; and through Public Notice in major newspapers across South Dakota with statewide distributions.

6.4 Process

Pursuant to Section 232 of the Adult Education and Literacy Act, eligible providers desiring a grant under this subtitle must submit an application containing a description of how funds awarded will be spent, and a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.

Working time frame for 2012-2013 AEFLA grant competition:

RFP Publication	March 21, 2012
Letter of Intent to Respond Due	March 30, 2012; 5:00 p.m. CST
Deadline for Submission of Written Inquiries	April 13, 2012; 5:00 p.m. CST
Responses to Written Inquiries	April 17, 2012
Applicants' Conference	April 19, 2012 (see §1.16)
Proposal Submission	April 27, 2012; 5:00 p.m. CST
Anticipated Award Decision	May 18, 2012

6.5 Evaluation of Applications

After it has been verified that a proposal has met the mandatory requirements stated in the proposal request, evaluators shall be guided by the twelve federal considerations noted in Section 231 of AEFLA (see Section 6.1), in determining the proposal's merit.

After determining that a proposal(s) satisfies the mandatory requirements stated in the RFP, consistent with SDCL 5-18D-18, the evaluators shall also use their judgment in conducting a comparative assessment of the proposals by considering each of the following criteria:

- Specialized expertise, capabilities, and technical competence as demonstrated by the proposed approach and methodology to meet the project requirements;
- Resources available to perform the work, including any specialized services, within the specified time limits for the project;
- Record of past performance, including price and cost data from previous projects, quality of work, ability to meet schedules, cost control, and contract administration;
- Availability to the project locale;
- Familiarity with the project locale;
- Proposed project management techniques; and
- Ability and proven history in handling special project constraints.

Applications will be reviewed to determine fiscal accountability. Based upon prior history, the average annual cost to serve an adult ranges from \$50 to \$600 depending upon the following factors: (1) student contact hours provided, (2) percent of difficult-to-serve adults receiving instruction, (3) rural versus urban cost to provide services, and (4) other available services/resources.

Experience and reliability of the applicant's organization are considered in the evaluation process. DLR and the highest ranked applicants shall mutually discuss and refine the scope of services for the program and shall negotiate terms, including fund award and performance schedule.

6.6 Special Rule (Local Administrative Cost Limits)

Adult Education and Family Literacy Act of 1998

Section 233

- (a) In General – Subject to subsection (b), of the amount that is made available under this subtitle to an eligible provider*
- (1) not less than 95 percent shall be expended for carrying out adult education and literacy activities, and*

(2) the remaining amount, not to exceed 5 percent, shall be used for planning, administration, personnel development, and interagency coordination.

(b) Special Rule – In cases where the cost limits described in subsection (a) are too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, the eligible provider shall negotiate with the eligible agency in order to determine an adequate level of funds to be used for non-instructional purposes.

If local programs determine the cost limits of five percent described in the Act are too restrictive to allow for adequate planning, administration, personnel development and interagency coordination, the South Dakota Department of Labor and Regulation may negotiate a higher rate, not to exceed 15%, with each program that requests it. The negotiation of the percentage to be used for non-instructional use shall be established during the RFP application process.

7.0 Public Participation and Comment

Revision and approval procedures for Adult Education and Literacy program include notification sent to all partners of the State Unified Plan. The partners shall have an opportunity to review and comment on all portions of the planned revision.

7.1 Description of Activities

A request to amend the Adult Education and Literacy program state plan is submitted in writing to the South Dakota Workforce Development Council (SDWDC). Comments will be taken. Upon consideration of the proposed amendments, the SDWDC will make a determination to accept, reject, or table the amendment. If no negative or opposing comments are submitted, the proposed amendment will be deemed acceptable and then become part of the general plan.

7.2 Governor's Comments [Required for revisions]

The eligible agency shall submit the State plan and any revisions of the State plan to the Governor of the State for review and comment and ensure that any comments regarding the State plan are submitted to the Secretary (AEFLA §224[d]).

8.0 Description of Program Strategies for Populations

8.1 Strategies

Low-income students - Since income is directly correlated to educational levels, and the greatest need for adult basic education services is found among the poor and difficult to serve, the State will develop statewide outreach efforts that promote participation in adult education programs. The State Adult Education and Literacy program will develop programs in areas identified through needs assessment for disadvantaged populations. Advisory services will be offered to disadvantaged adults that will promote the value of adult basic education as a means of furthering their education by attaining a high school diploma, GED® credential, technical training, and postsecondary education. General numeracy and literacy will constitute the adult learner's plan of study. In addition, computer literacy, financial literacy, and workplace literacy may supplement the learner's program of study. Local providers will collaborate and work with their local Department of Labor and Regulation office to identify areas of employment, job training, vocational training, income assistance, client advocacy, and related services.

Individuals with Disabilities - The Learning Disabilities Association of South Dakota estimates as many as 80 percent of the adults served in adult education and literacy programs may have some form and degree of learning difference, difficulty, or disability. Many adults may not report or even realize they may have a learning disability.

In order to address the individuals with disabilities, instructors will

- Identify the needs and major student goals;
- Analyze learning strengths through discussion, observation, informal and formal assessments;
- Develop adaptive strategies that support a student's strengths and address areas that need improvement.

Two types of educational services will be provided to serve the disabled:

- Varied instructional strategies
 - Instructional strategies include a variety of groupings and techniques to address different learning styles.
- Reasonable accommodations
 - Accommodations usually refer to modification of equipment and materials, but can also include such things as physical access to programs and extended time to complete assessments or assignments.

The South Dakota Adult Education Program will sponsor staff development and in-service training to instructors through workshops, training sessions, and conferences to improve and expand services to all participants.

Single Parents and Displaced Homemakers - DLR will encourage adult education service providers to make child care available or to collaborate with other programs or agencies that will enable single parents with young children to attend classes. Local providers will be encouraged to have counseling and support services available through collaboration with partner agencies but will not be required to employ such personnel. Local service providers will demonstrate linkages and collaborations that ensure students will receive needed services. In serving displaced homemakers, participating agencies will demonstrate the capacity to refer these students for career counseling, vocational evaluation and assessment, and educational counseling.

Adults with Limited English Proficiency - Adults with limited English proficiency must address multiple challenges to their survival, and they have immediate needs for English language skills. They need language instruction programs that respond specifically to their needs and goals. Their learning experiences must prepare them to communicate with English speakers and to learn about the cultures and customs of the United States and their community. The learning experience must also prepare them to gain employment or improve job skills, pass citizenship tests, complete their academic education, and maintain their roles as parents and adults without the need to rely on others as interpreters.

The English as Second Language Programs will include the following instructional strategies:

- Selecting content related to student goals
- Providing opportunities for meaningful interaction
- Using a variety of grouping strategies

- Offering activities that address the various learning modalities
- Integrating language and culture
- Providing activities for the application of critical thinking skills
- Using techniques that help implement effective instructional practices

Incarcerated Adults - The incarcerated population in South Dakota is considered a major target group for adult education services. This target group is considered to be a significant portion of the difficult-to-serve adult population. The objective of correctional education programs is to provide educational and job training services, linked to the goal of developing productive and responsible members of society. The South Dakota Department of Corrections has placed a high priority on achieving the GED® credential. Incarcerated adults generally must have their GED® credential before becoming eligible for parole.

Academic programs for basic education with special emphasis on literacy and numeracy offer these adults an increased chance to attain the skills to integrate successfully into society.

9.0 Integration with Other Adult Education and Training Activities

9.1 Description of Planned Integrated Activities

DLR understands the significance of the Workforce Investment Act (WIA) of 1998 legislation that facilitates the coordination of adult education, literacy, and workforce development with other agencies, institutions, and organizations within the State. DLR will continue to expand its collaboration with other state agencies in shaping programs that prepare adult learners for further education and training leading to greater self-sufficiency.

The Department of Labor and Regulation has adult education programs and satellites co-located in or near eight DLR local offices. The adult education and literacy program will continue to foster relationships and work closely with other adult service providers who impact the lives of adults. Prior years' collaboration efforts have resulted in increased enrollments in adult education and literacy programs.

- Many local adult education providers are located within local career learning centers, enabling adults seeking education or job readiness skills can receive that service at one location. This collaboration will continue and be strengthened with the development of the Unified State Plan.
- DLR collaborates with DSS in the provision of literacy, adult basic education, and GED® testing preparation services to TANF recipients.
- DLR collaborates with the division of rehabilitation in the provision of services to adults.
- DLR collaborates with the South Dakota Department of Corrections in the provision of services to incarcerated adults.
- The State Adult Education program funds eight local provider sites that provide services to several communities through satellite sites. The provider sites collaborate with local education agencies, postsecondary institutions, businesses, Department of Social Services, local rehabilitation offices, local literacy councils, tribal colleges, and correctional facilities.
- The State Adult Education Program works collaboratively with the South Dakota Association for Lifelong Learning, the Learning Disabilities Association of South Dakota, the State Library, Lutheran Social Services, the American Vocational Association, Dakota TESOL, Experience Works, and Community Action Agencies.

Senior Community Service Employment Program (SCSEP) Cooperative Relationships and Working Linkages

Experience Works (formerly Green Thumb) has consistently worked to develop partnerships with agencies and organizations serving the elderly in poor and rural areas. To the extent feasible, cooperative relationships have been established with the Department of Health and Human Services, Adult Services and Aging, Department of Social Services, other Senior Community Service Employment Program grantees, Department of Agriculture, Social Security Administration, One-Stop operators, Workforce Investment/Development Boards and subcontracting entities and other providers of employment and training services, Carl D. Perkins Vocational Education providers, Vocational Rehabilitation services and other organizations and agencies.

South Dakota Division of Rehabilitation Services & Division of Service to the Blind and Visually Impaired Cooperative Relationships and Working Linkages

Adult Education and Literacy programs work cooperatively with Vocational Rehabilitation (VR) services. Providers work with clients from VR needing basic academic skills training and refers students, when appropriate, for assessment and evaluation for VR services. Computers, materials, and other adaptive equipment are paid for by VR for their clients. A special grant (WIG) offered training in a variety of software programs frequently used by VR clients (e.g., JAWS for individuals who are blind, Kurzweil scan/Reader for individuals with reading difficulties, Dragon Naturally Speaking Voice recognition software, and Zoom Text for low vision.)

Temporary Assistance for Needy Families (TANF) Cooperative Relationships and Working Linkages

TANF offices statewide work closely with the AEL staff to provide referrals for basic skills training to their participants. With both programs working together toward self-sufficiency goals, student/participant success rate increases. TANF, AEL providers, and DLR local offices work together to assist mutual clients in moving from welfare through basic academic skills classes to postsecondary education, training, and/or to employment.

10.0 Description of Steps to Ensure Direct and Equitable Access

10.1 Description of Steps

- DLR, under sections 231 and 225, will require all providers to use the same application and application process, ensuring these applications will be judged by the same review and scoring criteria.
- DLR will take steps to ensure direct and equitable access to the grant funds.

10.2 Notice of Availability

- DLR will announce the availability of funds through its homepage site; through direct emailing of applications and instructions to existing local program providers and to any entity that contacted the AEL office to express interest during the previous grant cycle; on the state's e-procurement system; and through Public Notice in major newspapers across South Dakota with statewide distributions.

11.0 Programs for Corrections Education and Other Institutionalized Individuals

11.1 Types of Programs

From funds made available under Sec. 222 (a) (1) (State distribution of funds) for a fiscal year, each eligible agency shall carry out corrections education or education for other institutionalized individuals, including academic programs. Funds shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic program activities outlined in Section 3 of this transition plan. Funding for this population will be made available by following the application guidelines described in Section 6 of this transition plan.

The activities to be addressed within this population are

- Preparing students to receive a high school diploma equivalency;
- Preparing students to make a successful transition to the community;
- Preparing students for gainful employment;
- Promoting teacher professionalism and growth;
- Developing and implementing innovative approaches to improving the basic skills of students;
- Expanding the use of technology to enhance instruction;

11.2 Priority

Correctional institutions will describe in their grant application how they will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.

11.3 Types of Institutional Settings

A correctional institution could include any of the following:

- Prison
- Jail
- Reformatory
- Work farm
- Detention center
- Halfway house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders

Currently the South Dakota Department of Corrections manages the State Prison Systems, and adult education programs are made available to inmates. These programs include educational services in adult basic education, secondary education, and GED® preparation.

Adult education programs may serve local and county correctional facilities in their area. Inmates are usually housed for a varied period of time, and their needs are best determined at the local level.

Other facilities such as State Institutions may also apply to operate adult education programs within their facility or in collaboration with community based organizations.

12.0 Description of Proposed State Leadership Activities

12.1 Description of Activities

State Leadership - DLR shall use no more than 12.5 percent of funds made available under the Act for State Leadership Activities for one or more of the following adult education and literacy activities:

- The establishment or operation of professional development programs to improve the quality of instruction provided pursuant to local activities required under section 231(b), including instruction incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension, and instruction provided by volunteers or by personnel of a State or outlying area;
- The provision of technical assistance to eligible providers of adult education and literacy activities;
- The provision of technology assistance, including staff training, to eligible providers of adult education and literacy activities to enable the eligible providers to improve the quality of such activities;
- The support of State or regional networks of literacy resource centers;
- The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities;
- Incentives for
 - (A) program coordination and integration; and
 - (B) performance awards;
- Developing and disseminating curricula, including curricula incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension;
- Other activities of statewide significance that promote the purpose of this title;
- Coordination with existing support services, such as transportation, child care, and other assistance designed to increase rates of enrollment in, and successful completion of, adult education and literacy activities, to adults enrolled in such activities;
- Integration of literacy instruction and occupational skill training, and promoting linkages with employers;
- Linkages with postsecondary educational institutions;

South Dakota leadership monies will support the Management Information System license, technical support, and training; training for EBRI; NRS training; teacher orientation; assessment training; travel to attend AEFLA-related events; travel for monitors and technical assistance; literacy and numeracy professional development for sub-grantee instructors; membership in NAEFDC.

12.2 Collaboration with Other Related Agencies and Programs

- DLR collaborates with DSS in the provision of literacy, adult basic education, and GED® testing preparation services to TANF recipients.
- DLR collaborates with the division of rehabilitation in the provision of services to adults.
- DLR collaborates with the South Dakota Department of Corrections in the provision of services to incarcerated adults.
- The State Adult Education program funds eight local provider sites that provide services to several communities through satellite sites. The provider sites collaborate with local education agencies, postsecondary institutions, businesses, Department of Social Services, local rehabilitation offices, local literacy councils, tribal colleges, and correctional facilities.

- The State Adult Education Program works collaboratively with the South Dakota Association for Lifelong Learning, the Learning Disabilities Association of South Dakota, the State Library, Lutheran Social Services, the American Vocational Association, Dakota TESOL, Experience Works, and Community Action Agencies.

12.3 Descriptions of Activities Under Sec. 427 of the General Education Provisions Act

In accordance with Section 427 of the Department of Education's General Provision Act (GEPA), ISBE ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, gender, age, citizenship status, or disability to the programs and services offered pursuant to NCLB.

12.4 One-Stop Participation

The adult education and literacy program emphasizes that the responsibilities established by Title I of WIA are not secondary or subsidiary to the responsibilities and requirements established by Title II of WIA (AEFLA). The requirements of both Title I of WIA and AEFLA must be satisfied. The state staff of Title I and II work closely to coordinate training and professional development activities, creating the opportunity to build better understanding of their partners' performance, and giving direction in how to help each other attain performance goals for their mutual participants.

APPENDIX A

DF424B - ASSURANCES - NON-CONSTRUCTION PROGRAMS

ED FORM 80-013 - CERTIFICATIONS REGARDING LOBBYING; DEBARMENT,
SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE
REQUIREMENTS

Appendix A

UNITED STATES DEPARTMENT OF EDUCATION Office of Vocational and Adult Education

The Adult Education and Family Literacy Act Enacted August 7, 1998 as Title II of the Workforce Investment Act of 1998 (Public Law 105-220)

The Department of Labor and Regulation of the State of South Dakota hereby submits its Unified State plan to be effective until June 30, 2013. The eligible agency also assures that this plan, which serves as an agreement between State and Federal Governments under the Adult Education and Family Literacy Act, will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances.

CERTIFICATIONS

EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS (34 CFR Part 76.104)

- (1) The plan is submitted by the State agency that is eligible to submit the plan.
- (2) The State agency has authority under State law to perform the functions of the State under the program.
- (3) The State legally may carry out each provision of the plan.
- (4) All provisions of the plan are consistent with State law.
- (5) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
- (6) The State officer who submits the plan, specified by the title in the certification, has authority to submit the plan.
- (7) The agency that submits the plan, specified by the title in the certification, has authority to submit the plan.
- (8) The plan is the basis for State operation and administration of the program.

ASSURANCES

WORKFORCE INVESTMENT ACT OF 1998 (Public Law 105-220)

Section 224 (b) (5), (6), and (8)

1. The eligible agency will award not less than one grant to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under this subtitle for support services.
2. Funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle.
3. The eligible agency will expend the funds under this subtitle in a manner consistent with fiscal requirements in Section 241.

Section 241 Administrative Provisions

- (a) Supplement Not Supplant.—Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.
- (b) Maintenance of Effort.—
 - (1) In General.—
 - (A) Determination.—An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding fiscal year, was not less than 90 percent of the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the third preceding fiscal year.
 - (B) Proportionate reduction.—Subject to paragraphs (2), (3), and (4), for any fiscal year with respect to which the Secretary determines under subparagraph (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year were less than such effort or expenditures for the second preceding program year, the Secretary—
 - (i) shall determine the percentage decreases in such effort or in such expenditures; and
 - (ii) shall decrease the payment made under this subtitle for such program year to the agency for adult education and literacy activities by the lesser of such percentages.

- (2) Computation.—In computing the fiscal effort and aggregate expenditures under paragraph (1), the Secretary shall exclude capital expenditures and special one-time project costs.
- (3) Decrease in federal support.—If the amount made available for adult education and literacy activities under this subtitle for a fiscal year is less than the amount made available for adult education and literacy activities under this subtitle for the preceding fiscal year, then the fiscal effort per student and the aggregate expenditures of an eligible agency required in order to avoid a reduction under paragraph (1)(B) shall be decreased by the same percentage as the percentage decrease in the amount so made available.
- (4) Waiver.—The Secretary may waive the requirements of this subsection for 1 fiscal year only, if the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an unforeseen and precipitous decline in the financial resources of the State or outlying area of the eligible agency. If the Secretary grants a waiver under the preceding sentence for a fiscal year, the level of effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

Cabinet Secretary
South Dakota Department of Labor and Regulation

Date

South Dakota Department of Labor and Regulation
700 Governors Drive
Pierre, SD 57501

Appendix B

Performance Measures

Core Indicator #1: Demonstrated Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.

Performance Measures	(PY 2012-2013)
Beginning Literacy (ABE)	47% of beginning level enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
Beginning Basic Education ABE	44% of beginning ABE enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
Low Intermediate ABE	45% of low intermediate ABE enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
High Intermediate ABE	40% of high intermediate ABE enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
Low Adult Secondary Education	54% of low ASE enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.

Beginning Literacy (ESL)	38% of beginning literacy (ESL) enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
Low Beginning ESL	40% of beginning ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
High Beginning ESL	48% of low intermediate ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
Low Intermediate ESL	46% of high intermediate ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
High Intermediate ESL	40% of low advanced ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.

Advanced ESL	35% of high advanced ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
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Core Indicator #2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.

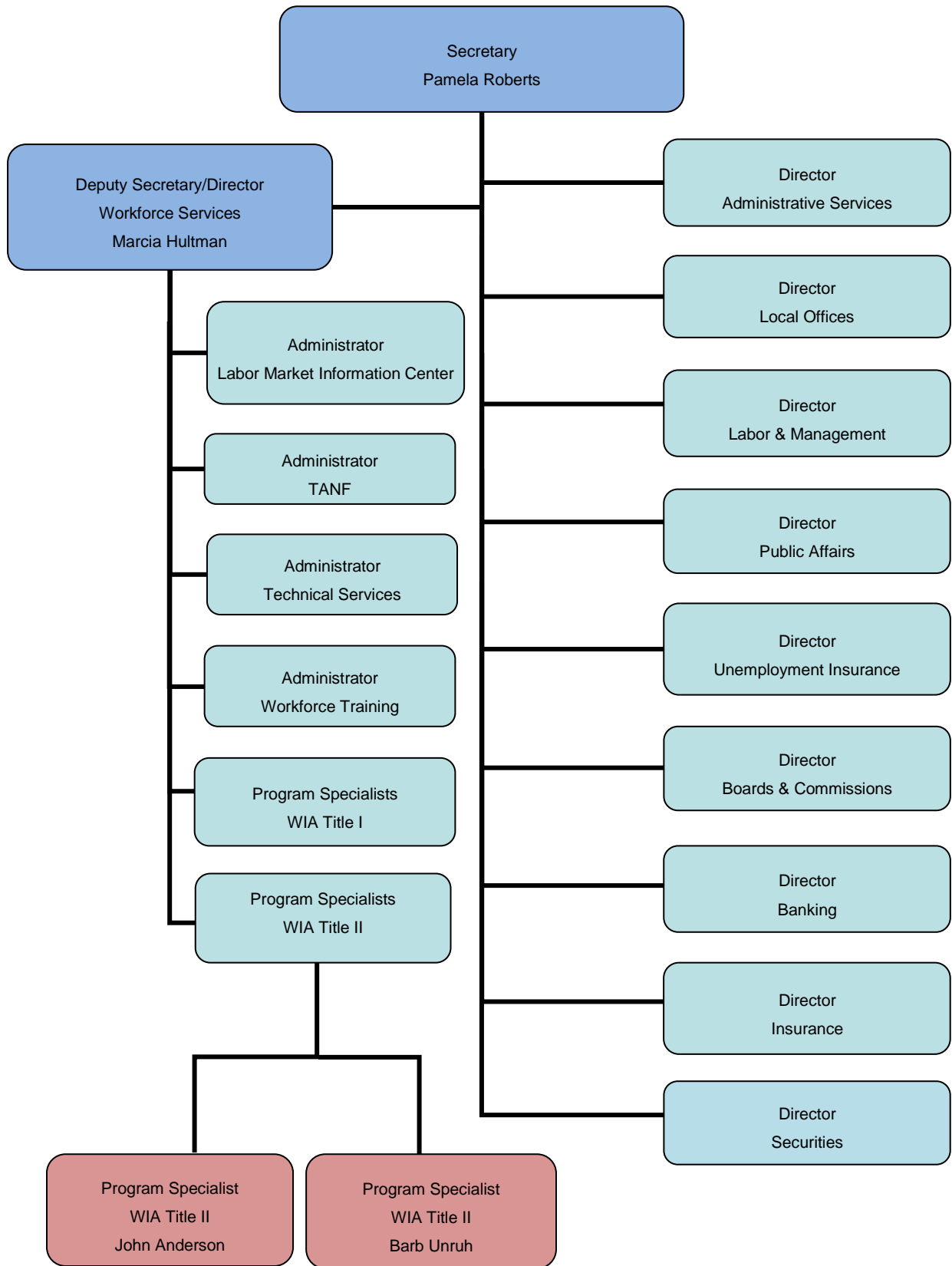
Performance Measures	(PY 2012-2013)
Entered Postsecondary Education or Training	21% of adult learners in this cohort will enroll in postsecondary education or training.
Entered employment	33% of adult learners not employed at enrollment (and in the workforce) will obtain unsubsidized employment.
Retained employment	66% of the cohort will retain unsubsidized employment in the third quarter after the program exit quarter.

Core Indicator #3: Receipt of a secondary school diploma or its recognized equivalent.

Performance Measures	(PY 2012-2013)
HS Diploma/GED®	85% of adults with a high school completion goal will earn a high school diploma or recognized equivalent.

APPENDIX C

Organizational Chart



APPENDIX D

Letter to Governor Governor's Comments